

The Impact of Iranian EFL Teachers' Burnout on Their Professional Success

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Abstract

Taking into consideration the importance of teachers' role, this study aimed to explore the impact of Iranian EFL teachers' burnout on their professional success. To achieve the study objectives, 63 male and female teachers were required to fill out Maslach Burnout Inventory, and their students who were 145 students were asked to answer the questions of Characteristics of Successful EFL Teachers questionnaire. The results of statistical analysis revealed that there was a significant negative correlation between Iranian EFL teachers' burnout and their professional success to enhance students' achievements. In addition, based on the results, it was revealed that three subscale of burnout, emotional exhaustion, depersonalization, and personal achievement had significant relationship with professional success. Furthermore, it was concluded that male and female Iranian EFL teachers differ from each other neither in terms of burnout nor professional success. The findings put forward implications and suggestions for the pedagogical considerations within different educational contexts.

Key terms: burnout, professional success, emotional exhaustion, depersonalization, personal achievement